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ABSTRACT

The training and support needs of early years workers is a key issue in Great Britain, especially as it relates to recognizing and responding to the needs of children under age three. This professional development pack, developed by the Educare for the Under Threes Project at Manchester Metropolitan University, is comprised of a workbook with two accompanying books, two videotapes, and one audiotape. The workbook is presented in two sections, each part corresponding to one of the videotapes. Section 1, "Creating an Environment," focuses on identifying the needs of children and their families, designing educare programs for young children and their community, training and professional development, and working in partnership with parents and caregivers. Section 2, "Defining a Curriculum," explores a wide variety of curricular approaches, the role of purposeful play, and ways to support language development. Each part in the workbook includes background information, links to relevant chapters in the accompanying books and tapes, discussion points, activities, and suggestions for further reading. Concluding the workbook are descriptions of each band on the audiotape and a quick guide to the video and audiotapes. The 78-minute audiotape features parents, practitioners, and others involved in the design and implementation of educare programs for infants and toddlers. The first videotape, approximately 36 minutes, introduces educarers from eight programs serving infants and toddlers and focuses on the design of a public sector initiative and a private sector initiative, as well as preservice and inservice training, and working in partnership with parents and caregivers. The second videotape, approximately 90 minutes, presents footage illustrating the variety of curricular approaches used in the eight featured programs, focusing on using purposeful play and supporting language development. The

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first accompanying book, "Working with the Under-3s: Responding to Children's Needs," contains chapters on the following topics: parents and childminders working together, nurturing children's sense of self, emergent literacy, supporting language development, fostering creative and aesthetic development, heuristic play, special needs children, and equality. The topics examined in the second accompanying book, "Working with Under-Threes: Training and Professional Development," include the need for continuing professional development, training to work with under-threes, the role and status of the male educarer, identifying and supporting infants/toddlers with special educational needs, developing positive relationships with parents and children, parent-toddler groups, protecting young children from abuse, and implications of registration and inspection procedures for infant and toddler care. (Workbook contains 83 references; each chapter in accompanying books contains references.) (KB)

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